**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Reading and Writing 6 and 7. Focus on justifying and questioning. | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Hold up number card 4 and ask the question, “What number is this?” Show me 4 fingers. Show the number cards 5, 6 and 7 and ask the same questions. Ask “Why are the numbers 6 and 7 important?” Compare the shape and form of each number. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| *Reading and Writing 6 and 7 animation story. As the story is playing, pause and ask questions such as “How many seashells are there?”, “How do you know?”, “Show me with your fingers?” Talk about the differences in the numbers 6 and 7. Compare the shells to the counters. Ask how many of each, which is more and how do you know?* | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Using manipulatives students will make sets of 6 and 7. Show different ways to make 6 and 7. Ask questions of how they got their answers.  Visual spot check for understanding. | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| *Students will share with the class on the board the different ways they made 6 and 7 using magnets or pictures. Ask several students to come up to the board and write the numbers 6 and 7. Talk about where to start writing and which direction to write.* |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Practice writing 6 and 7 and draw a picture of each. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Writing 6 and 7 with a picture to represent each number. |